



Year 2 Long Term Curriculum Plan 2023-2024

| | Autumn: | | Spring: | | Summer: | |
|--|---|---|---|--|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Trips/ Events/ Visitors TBC | Trip to Chester Town Centre Local Area | Chester Zoo Delemere Residential | | Weaver Hall Museum | | Visit from a Nurse Sports Week |
| English | Fiction: focus on characters <u>Objectives</u> <ul style="list-style-type: none"> Plan or say out loud what is going to be written about Use punctuation correctly - full stops, capital letters Use expanded noun phrases to describe and specify Use subordination (because) and coordination (and) | Non-Chronological Report <u>Objectives</u> <ul style="list-style-type: none"> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Write for different purposes Use commas to separate items in a list | Fiction: adventure <u>Objectives</u> <ul style="list-style-type: none"> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive) Read aloud with intonation Use punctuation correctly - exclamation marks, question marks | Recount: Diary entry <u>Objectives</u> <ul style="list-style-type: none"> Use the progressive form of verbs in the present and past tense Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary Use punctuation correctly introduce apostrophe for the possessive (singular) | Letter <u>Objectives</u> <ul style="list-style-type: none"> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly - apostrophes for contracted forms | Fiction: focus on characters <u>Objectives</u> <ul style="list-style-type: none"> Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words e.g -ment, -ful |
| Key Texts | Troll Swap By Leigh Hodgkinson | The Owl Who Was Afraid of the Dark By Jill Tomlinson | The Dragon Machine By Helen Ward | Major Glad, Major Dizzy By Jane Oke | The Last Wolf By Mini Grey | Grandad's Secret Giant By David Litchfield |

| | | | |
|-------------|--|---|---|
| Mathematics | Number & Place Value: Numbers to 100 Calculations: Addition and Subtraction Calculations: Multiplication and Division of 2, 5 and 10 Measurement: Length and Mass | Measurement: Mass and Temperature Statistics: Pictograms Calculations: More Word Problems Measurement: Money Geometry: Properties of 2D and 3D shapes Fractions | Fractions: Fractions SATs Measurement: Time & Volume Review and Revisit |
| Science | Working Scientifically -Ask simple questions and recognise that they can be answered in different ways. -Observe closely, using simple equipment. -Perform simple tests. -Identify and classify. -Use own observations and ideas to suggest answers to questions. -Gather and record data to help in answering questions. | | |
| | <u>Living Things & Their Habitats</u> <u>Objectives</u> <ul style="list-style-type: none">• explore and compare the differences between things that are living, dead, and things that have never been alive.• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.• identify and name a variety of plants and animals in their habitats, including microhabitats.• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name | <u>Animals Including Humans</u> <u>Objectives</u> <ul style="list-style-type: none">• notice that animals, including humans, have offspring, which grow into adults.• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<ul style="list-style-type: none">• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <u>Use of Everyday Materials</u> <u>Objectives</u> <ul style="list-style-type: none">• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working Scientifically focus |

| | | | | | |
|-----------|--|---|--|---|--|
| | different sources of food. | | | | |
| | Forest School | | | | |
| Twitter | @chesterzoo @RSPCA_official | | | | @GordaleNursery |
| History | <p align="center">Historical Skills</p> <p>- Sequence events in their life. -Sequence 3 or 4 artefacts from distinctly different periods of time. -Match objects to people of different ages. -Recognise the difference between past and present in their own and others' lives. -know and recount episodes from stories about the past- Use stories to encourage children to distinguish between fact and fiction. -Compare adults talking about the past - how reliable are their memories? -Find answers to simple questions about the past from sources of information e.g. artefacts</p> | | | | |
| | | <p><u>The Gunpowder Plot</u> <u>Objectives</u></p> <ul style="list-style-type: none"> • Retell an event beyond living memory that was significant. • Develop an awareness of significant individuals. <p><u>Remembrance Day</u> <u>Objectives</u></p> <p>find out about events beyond living memory that are significant globally and nationally by learning about Remembrance Day.</p> | | <p><u>The Great Fire of London</u> <u>Objectives</u></p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally. • Develop an awareness of significant individuals | <p><u>Nurturing Nurses</u> <u>Objectives</u></p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. • compare aspects of life in different periods by focusing on Mary Seacole, Florence Nightingale and Edith Cavell |
| Twitter | | @Poppydayuk | | | |
| Geography | <p><u>My Home, Your Home</u> <u>Objectives</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of Chester | | <p><u>Mapping</u> <u>Objectives</u></p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. | | <p><u>Deserts Across the World</u> <u>Objectives</u></p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans. • identify the location of hot and cold areas of the world in |

| | | | | | | |
|---------|---|--|---|---|--|--|
| | <p>and of a small area in a Zambia.</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: beach, mountain, river, valley, vegetation, weather, city, town, village, factory, farm, house • Ask and answer geographical questions. | | <ul style="list-style-type: none"> • Use simple compass directions and locational and directional language to describe the location of features and routes on a map. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Ask and answer geographical questions. | | <p>relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> • Ask and answer geographical questions. | |
| Twitter | | | | | | |
| Art | <p><u>Collage Objectives</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, | <p><u>Painting Objectives</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination to develop | <p><u>Textiles Objectives</u></p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. | <p><u>Printing: Wallpaper Patterns Objectives</u></p> <ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of designers, | <p><u>Drawing Using Different Media Objectives</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, | <p><u>Nature Sculpture Objectives</u></p> <ul style="list-style-type: none"> • use sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, |

| | | | | | | |
|-----------|---|--|---|--|--|--|
| | texture , line, shape, form and space • Work in the style of Pablo Picasso. | a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Work in the style of Paul Klee and Jackson Pollock | | describing the differences and similarities between different practices and disciplines, and making links to their own work. • Designer study: William Morris | experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line , shape, form and space | texture, line, shape, form and space • About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Artist Study: Andy Goldsworthy |
| Twitter | @Artsmark | @Artsmark | @Artsmark | @Artsmark | @Artsmark | @Artsmark |
| D&T | <u>Moving pictures</u> <u>Objectives</u> • Design, make and evaluate a moving picture. • Select from and use a wide range tools and materials. • Explore and use mechanisms in their products. | | <u>Puppets</u> <u>Objectives</u> • Design, make and evaluate a hand puppet. • Select from and use a wide range of textile tools and materials. Making an owl puppet | | <u>Where does our food come from?</u> <u>Objectives</u> • Understand where food comes from. • use the basic principles of a healthy and varied diet to prepare dishes | |
| Computing | <u>EAware</u> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | | | | | |
| | <u>Information Technology Around Us</u> Identifying IT and how its responsible use improves our world in school and beyond. | <u>Digital Photography</u> Capturing and changing digital photographs for different purposes. | <u>Making Music</u> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition | <u>Pictograms</u> Collecting data in tally charts and using attributes to organise and present data on a computer | <u>Robot Algorithms</u> Creating and debugging programs, and using logical reasoning to make predictions. | <u>Programming Quizzes</u> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. |
| Music | <u>Exploring Simple Patterns</u> | <u>Dynamics and Tempo</u> <u>How does music teach us about the past?</u> | | <u>Music Through Time</u> <u>Objectives</u> | <u>Music From Around the World</u> <u>Objectives</u> | <u>Bring the Noise</u> <u>Objectives</u> |

| | | | | | | |
|-----------|--|---|---|--|--|---|
| | <p><u>How does music help us to make friends?</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music | <p><u>Objectives</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music | | <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music • play tuned and untuned instruments musically | <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music • play tuned and untuned instruments musically |
| PE | <p><u>Locomotion: Dodging</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. • Pupils will run, dodge and stay in a space avoiding the defenders. • Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations. | <p><u>Ball Skills: Hands 1</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points. • Pupils will focus on their partner and team members, developing a understanding of the consequences in a game when mistakes are made. <p><u>Dance: Water</u></p> | <p><u>Ball Skills: Feet</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point. • Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made. <p><u>Gymnastics: Linking</u></p> | <p><u>Ball Skills: Hands 2</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent. • Pupils will focus on their partner and team members developing an understanding of the consequences in a game when mistakes are made. | <p><u>Locomotion: Jumping</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • Pupils will consistently apply the correct technique for jumping. • Pupils will accurately apply their jumping skills in combination and also within games. • Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping. | <p><u>Team Building</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully. • Pupils will demonstrate a strong understanding of what makes an effective team. • Pupils will create and apply simple tactics. |

| | | | | | | |
|----------------|---|--|---|---|---|---|
| | <u>Forest School sessions</u> | <u>Objectives</u> <ul style="list-style-type: none"> • Pupils can respond to the music with appropriate movements and actions, using their whole body. • Pupils can ensure their movements are big and clear. • Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response. | <u>Objectives</u> <ul style="list-style-type: none"> • Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. • Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences. | <u>Gymnastics: Pathways</u> <u>Objectives</u> <ul style="list-style-type: none"> • Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. • Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences. | <u>Ball Skills: Rackets, Bats and Balls</u> <u>Objectives</u> <ul style="list-style-type: none"> • Pupils will be able to use a bat safely to strike (hit) their ball into space, directing the ball away from fielders. • Pupils will understand why it is so important to hit the ball into space and apply this understanding as the outwit their opponents. | <u>Attack V Defence: Games for Understanding</u> <u>Objectives</u> <ul style="list-style-type: none"> • Pupils will move between attack and defence as the game changes. • Pupils will be able to move in to space when attacking and tag the opposition when defending. • Pupils will understand the consequences of breaking the rules and not applying tactics successfully. • Pupils will understand the difference between attack and defence. |
| Twitter | | @HODjules | @bethtweddenews | @bethtweddenews | | |
| RE | <u>Judaism</u> <u>Objectives</u> What do Jews believe about God? | <u>Judaism</u> <u>Objectives</u> How do Jews show faith through practices and celebrations? | <u>Christianity</u> <u>Objectives</u> Why is the Bible a special book for Christians? | <u>Christianity</u> <u>Objectives</u> Who was Jesus and why is he important to Christians today? | <u>Christianity</u> <u>Objectives</u> Why did Jesus teach people through stories? | <u>Free Choice</u> <u>Objectives</u> |

| | | | | | | |
|-------------|--|---|--|--|--|--|
| PSHE | <p>No Outsiders - The Great Big Book of Families by Mary Hoffman and Ros Asquith</p> <p>SCARF- Me and my relationships Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation</p> | <p>No Outsiders - What the Jackdaw Saw by Julia Donaldson & Nick Sharratt</p> <p>SCARF- Valuing Difference Being kind and helping others Celebrating difference People who help us Listening Skills</p> | <p>No Outsiders - The Odd Egg by Emily Gravett</p> <p>SCARF- Keeping Safe Safe and unsafe secrets Appropriate touch Medicine safety</p> | <p>No Outsiders - Blown Away by Rob Biddulph</p> <p>SCARF- Rights and Respect Cooperation Self-regulation Online safety Looking after money - saving and spending</p> <p>RSE-Differences: Boys and Girls.</p> | <p>No Outsiders - The First Slodge by Jeanne Willis</p> <p>SCARF- Being my Best Growth Mindset Looking after my body Hygiene and health Exercise and sleep</p> <p>RSE-Differences: Male and Female.</p> | <p>No Outsiders- Just Because by Rebecca Elliot</p> <p>SCARF- Growing and Changing Life cycles Dealing with loss Being supportive Growing and changing Privacy</p> <p>RSE-Naming the Body parts.</p> |
| | | | | | | |